



California Commission on Teacher Credentialing Newsletter

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Commission Considers Two-Tiered Single Subject Credential for Mathematics Teachers

California needs more mathematics teachers. Of the approximately 16,000 mathematics teachers in the State, during the 2000-2001 school year, nearly 2,200 were teaching under emergency permits or waivers while only 704 mathematics teachers were newly certified with a preliminary or professional clear credential. The K-12 student academic content standards in mathematics have recently raised expectations as to what mathematics all students should know. As California moves toward including algebra and geometry content in the middle school mathematics curriculum, the demand for mathematics teachers will increase.

The current subject matter requirements for the mathematics credential include mathematical concepts at an advanced level. Consequently, a credentialed mathematics teacher is fully authorized and has been prepared to teach all mathematics courses, including calculus and other advanced courses. Yet, in the 1999-2000 school year, more than 97% of high school mathematics classes were below calculus or other advanced course level. Consequently, at present, mathematics teachers are required to be prepared to teach courses that they are unlikely to teach. This creates an artificial and impractical barrier to some of those interested in obtaining a mathematics credential, particularly for career changers such as engineers or those in other professions requiring a mathematics background.

In response to the shortage of mathematics teachers, the Commission reviewed a recommendation by their Single Subject Mathematics Advisory Panel designed to increase the number of individuals who are qualified to teach the majority of basic and intermediate courses offered in middle schools and high schools throughout the state.

At its June 6, 2002 meeting, the Commission voted in favor of the following recommendations:

1. That the single subject mathematics credential be divided into a basic and an advanced level;
2. That the examination to determine subject matter competency be adapted to allow for an examination route for the basic and advanced level credential; and
3. That the current single subject mathematics panel be charged with identifying appropriate subject matter requirements for each mathematics credential level and the courses that would be authorized to be taught under each credential.

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Message From the Chairperson, Alan Bersin



I recently had the pleasure of giving the "State of the Commission" address at the June 6, 2002 Commission meeting. Because not all of our newsletter readers are able to attend Commission meetings, I'd like to mention a few of the highlights from the "State of the Commission" address in order to share with

you the Commission's accomplishments.

Fiscal year 2001-02 has been a landmark year in many ways for the Commission. Teacher education reform, a result of Senate Bill 2042 (Alpert & Mazzoni, 1998), has entered the implementation phase. We look forward to thirty-two programs beginning this fall and winter using the new program standards as guidance. Additionally, the Commission has spent the last year and a half examining possible reforms in administrator preparation. The quality of the work currently being done to revise and revitalize educator preparation is a reflection of the dedication of every member of the Commission, the Executive Director, and the Commission staff. It is clear that the Commission's accomplishments and policy decisions are all centered on one common goal - ensuring excellent educators for the students of California.

The Commission performs several fundamental duties to license highly qualified educators. The Commission's Committee of Credentials reviewed nearly 4,700 cases out of the almost 9,000 conduct cases initially opened and reviewed by staff. The Committee recommended adverse action in 374 cases. The Commission's Certification staff processed nearly 227,000 credential applications, over 3,000 fingerprint cards, and issued over 13,000 Certificates of Fingerprint Clearance for student teachers. In addition to processing applications, our Certification staff answered nearly 8,000 letters, answered nearly 33,000 e-mail requests, and responded to approximately 264,000 phone calls to our credential help line. This same group of staff members also plays an important role in keeping

credentialing professionals up-to-date on new regulations, laws and policies. And, while funded at a staffing level to process credentials in 75 days, the Commission's hard-working staff has reduced that time by 20 days. I'd like to add that the results of a recent Commission survey show sixty-four percent of 2,000 survey respondents rated our service "above average" or "excellent" with an additional thirty percent rating the Commission's service as "average." A ninety-four percent satisfaction rating confirms the reputation for excellence that the staff of this agency has earned on the merits of its performance.

On the policy front, the Commission continues to examine possible barriers in credentialing regulations and processes. For example, Senator Jack Scott (D-Pasadena) and the Commission's Assembly Bill 1620 in 1998 and Assembly Bill 877 in 2000 simplify California credentialing for teachers from other states. This year we have established the comparability of elementary teacher preparation with

thirty-six states in our nation and have continued to establish comparability with more states for single subject and special education programs. Our work continues as we establish comparability with other states in the increasingly important area of instruction in English Language Development and teaching skills to furnish all students with access to academic content. Our

most recent data shows that over 4,700 teachers came to California from other states in 2000-01, earning twenty percent of the new preliminary or professional clear teaching credentials issued last year.

In our own state, the Commission has successfully administered career ladder grant programs to support paraprofessionals as they work toward degrees and credentials, to support pre-interns as they meet subject matter credential requirements and work in our classrooms, to support interns while they complete teacher preparation through intern programs, and with the Department of Education, to support beginning teachers in their crucial first two years of teaching. A hallmark of all these programs is a very high teacher retention rate. In the Commission's continuing effort to bring capable teach-

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Message from the Executive Director, Sam W. Swofford, Ed.D.



The end of the 2001-02 fiscal year and the beginning of the 2002-03 year bring about a time for reflection and planning. As I look back over the past year, many workload and policy issues come to mind. While the Commission's Chairman, Alan Bersin, discusses these highlights in his column, I would like to take a look at some of the

Commission's accomplishments in building better service for teachers and all our valued credential holders.

The Commission has made impressive strides this year on the technology front. One of the most important uses of technology for any government agency is that of making things at least a little easier for the public we serve. While our primary constituents are teachers, administrators and others who work in our K-12 schools, we also communicate extensively with credential analysts in the universities and school districts as they advise credential candidates and teachers, educator preparation program faculty and staff as they design programs and prepare future educators, school administrators and personnel directors responsible for hiring and assigning K-12 staff, and policy makers as they look to the future.

In October 2001, the Commission took the first step in the multi-year Teacher Credentialing Service Improvement Project and Online Database. Now, teachers, parents and credentialing professionals can search on-line for the credentials held by an individual. With this information readily available, we hope to improve customer service while cutting down on time-consuming phone calls. It's a great way for teachers to check the renewal dates of their credentials, for school district staff to check credentials as they hire and assign teachers, and

for parents to check the credentials of their children's teachers. However, as with most things technological, I must remind everyone that this information is available only back to 1989 when the Commission first began its automated credentialing system. If a teacher has renewed a credential or added a new credential since 1989, up-dated information will be in our computer system. But, if the teacher has "life" credentials that do not need renewing and has not added a new credential since 1989, we need to dig into our microfilm files to get the information we need. Let me assure all of you that our staff is always ready and willing to look up microfilm records upon request.

Soon, Phase II of the technology project will be up and running. Phase II will allow all teachers to renew their credentials on line. As I write this message, we are field testing the renewal program to make sure things go smoothly when the system becomes available for public use.

As we continue to put technology to the best possible uses, we can better serve teachers and the public and provide data that showcases the quality of California's educators.

This issue of the newsletter features some recent uses of technology and the internet that have proven very valuable as the new SB 2042 teaching credential reforms are implemented. The Commission has also used technology extensively in reporting

on California's teacher preparation programs to the federal government as a part of the Title II Reporting System. All teacher preparation programs in the state electronically submit information to our staff for inclusion in the national report. The fact that our teachers must all complete an academic undergraduate degree, meet rigorous subject matter requirements, and demonstrate teaching skill and knowledge can all be reported according to each program's cadre of candidates. The efficiency that technology lends to this process is immeasurable.

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Governor Davis Appoints Three New Commissioners

Governor Gray Davis appointed **Kristen L. Beckner**, **Nadia Maria Davis**, and **Dr. Martin S. Lilly** to the California Commission on Teacher Credentialing on June 20, 2002.



Ms. Beckner, of Elk Grove, has more than 14 years of experience in education. She is a K-3 Reading Coach, and a Master Teacher for the Beginning Educators Support Team, in the Elk Grove Unified School District. Ms. Beckner is an instructor of teachers and administrators for the California Professional Development Institutes, has been an instructor for the Governor's Reading Professional Development Institute since 2000, and is a member of the Elk Grove Education Association and the California Teachers Association. In her first year of teaching, Ms. Beckner received the 1989 National Sallie Mae Teacher of the Year Award. She earned bachelor and master of arts degrees from California State University, Sacramento. Ms. Beckner also holds an Administrative Credential and a Reading Specialist Credential.



Ms. Davis, of Santa Ana, is Vice President of the Santa Ana Unified School District Board of Education. Ms. Davis also serves as a board member for the Orange County High School of the Arts. She is an Associate Public Law Attorney for Best, Best & Krieger in Irvine. Ms. Davis provides pro bono services to several community organizations, including the Immigrant Student Rights Project, which she founded to help immigrant students pursue higher education. She received several awards, including the Orange County Human Relations Commission Award, the Education Service Award from Union Hispana and the John F. Kennedy, Jr. Public Service Award. She earned a bachelor of arts degree from UCLA, and a juris doctorate degree from Loyola Law School.



Dr. Lilly, of San Marcos, has more than 30 years of experience in education, including instruction, special education, and higher education administration. Dr. Lilly has been the Dean of the College of Education at California State University, San Marcos since 1990. There he built a new college of education at a new university. Dr. Lilly served as Dean of the College of Education at Washington State University from 1984 to 1990. He also wrote two books, participated in three more and wrote several articles. Dr. Lilly serves on the Board of Directors for the San Diego Children's Initiative and is a member of the Association of California School Administrators. He earned a bachelor of arts degree from Bellarmine College, and master of arts and Doctor of Education degrees from Peabody College.

Jeff Marston: New Representative from California Postsecondary Education Commission



community relations including serving as the lobbyist for the City of San Diego in Sacramento. Prior to his work

Jeff Marston, President of Marston & Marston, Inc. a public relations firm in San Diego, has joined the California Commission on Teacher Credentialing as an Ex-Officio member representing the California Postsecondary Education Commission (CPEC). Mr. Marston has extensive experience in government and com-

in public relations, Mr. Marston was a member of the California State Assembly representing San Diego from the 78th Assembly District. While in the State Assembly, he served on the Committees on Education, Housing and Community Development, and Revenue and Taxation. Mr. Marston has twice served as the Chairman of CPEC and currently serves on the California Conservation Corps Community Advisory Board, the Board of Directors of the San Diego Crime Victims Fund, Hugh O'Brian Youth Leadership, San Diego County Taxpayers Association and is Chairman of the Legislative Committee for the San Diego Regional Chamber of Commerce. His previous service to his community and to the State include numerous appointments and board memberships.

SB 2042 Implementation Workshops for Credential Analysts/Advisors

The Commission on Teacher Credentialing in partnership with the Credential Counselors and Analysts of California is offering a series of one day training sessions on SB 2042 program transition for credentialing professionals. The focus of the training sessions is the role of the Credential Analyst in the SB 2042 Credentialing System. Workshops for "early adopters", programs beginning implementation this fall and early winter, began in May 2002. Workshops beginning in August 2002 are now available for program personnel planning to make the program transition in 2003.

Topics to be covered include:

- ❖ Introduction to SB 2042
- ❖ Timeline for transition and implementation
- ❖ The role of the Credential Analyst in the SB 2042 system
- ❖ Review of Preconditions, Common Standards, Teacher Preparation Program Standards, Elementary Subject Matter Preparation Program Standards, and Blended Program Standards.

Session Locations and Dates

September 13, 2002

University of Redlands, Redlands

September 19, 2002

Loyola Marymount University, Los Angeles

November 15, 2002

California Baptist University, Riverside

Directions and parking information are available upon registration. You are invited to attend any session of your choosing, but please reserve a spot so materials can be prepared in advance. Register with Kit Van Wyk, at CSU, Long Beach, at kvanwyk@csulb.edu or by phone at (562) 985-7442.

Commission Pilots Web-Based Technology with Palo Alto Research Center

California's transition to new elementary and secondary teacher preparation programs requires a continually updated information source and extensive program document review. To ensure that all programs seeking accreditation under the new SB 2042 standards are given the support they need and to ensure efficient and timely program document review, the Commission looked to technology for answers. Fortunately, the Commission was offered the opportunity to pilot a new software program designed to facilitate large-scale educational projects.

The Palo Alto Research Center (PARC), Incorporated research team offered the Commission the use of the web-based Sparrow interactive software in return for feedback on the success of its application. Sparrow is essentially a web-based, group sharable and group editable software program that allows for messages and documents to be viewed, edited, modified and/or exchanged in real time among any numbers of users, independent of the particular equipment configurations and locations of the users. The software is flexible, and the Sparrow pages can be reconfigured to meet the needs of specific tasks and/or users. The Sparrow site is secure, with protected log-in and passwords.

Sparrow is currently being used as a communication vehicle among five Regional Technical Assistance Teams and teacher preparation programs as they begin the program transition process. Questions and answers are

shared with all team members and programs to ensure consistency in the transition and to help program sponsors each step of the way. The use of Sparrow expanded with the onset of the program document review process. The software is now being used to facilitate general communications among Commission staff and the entire team of trained readers as well as to post documents submitted by institutions. In addition, Sparrow facilitates secure communications among team members reviewing specific program documents and allows for on-

line review responses to the teacher education programs and their document writers.

The technology pilot program allows program document readers to access particular documents for review without traveling to Sacramento and to access additional information submitted subsequently by programs to address any standard(s) identified as not met. This process not only saves

the Commission time and money, but also allows review teams and teacher preparation programs the ease of instant, paperless communication.

The PARC team has contributed extensive time, material, equipment and labor to the successful Sparrow technology pilot with the Commission. They have been willing to accommodate, upon request of the Commission staff, expanding uses and applications of the Sparrow software for the document reading process. Both the Commission and PARC have benefited from the pilot partnership.

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Commission Honors Teachers of the Year

At its May 2, 2002 meeting, the Commission honored three teachers for their talent, skills and tireless dedication to serving California school children. "Our honorees set the standard through their dedication to quality instruction, their commitment to professional development and their belief that all children can learn. Through these individuals we can catch a glimpse of the dedication and talent that California's educators bring to our public schools. Their shining example is the star by which we must navigate," stated Commission Chairman, Alan Bersin. The Commission was pleased to welcome Assembly Member Joseph Simitian (Palo Alto), a former school board member and son of two public school teachers, as the awards presenter.

Jennifer Moore, a teacher of English and English Literature at Coronado High School in the Coronado Unified School District near San Diego, was nominated for the award by Senator Deirdre (Dede) Alpert (Coronado). Ms. Moore earned her Baccalaureate Degree in History from Yale University in 1993. She is currently pursuing her administrative credential at San Diego State University, and her Master's Degree in Curriculum at the University of California, San Diego.

After graduating from Yale University, Ms. Moore was accepted into Teach for America, a national corps of recent college graduates who commit two years to teach in public schools in low-income communities. Ms. Moore's first three years of teaching were in a middle school in Washington, D.C. Near the end of her tenure in Washington, D.C., Ms. Moore was chosen for an educator exchange with Russia through the U.S. Department

of Education. She then went on to teach English and Science at an African elementary school in the central highlands of Kenya. In addition to her busy schedule at Coronado High School, Ms. Moore teaches Creative Writing at her district's charter school, Palm High School.

Ms. Moore has earned National Board Certification in the area of Early Adolescent/Generalist. She is also a member of the Leadership team of the San Diego Area Writing Project, and currently serves as a panel member of the Coronado Unified School District's Peer Assistance and Review Program.

Kent Wilson, Music Director for El Molino High School in Forestville in the West Sonoma County Union High School District, was nominated for the award by Assembly Member Virginia Strom-Martin (Duncans Mills). Mr. Wilson earned his first Baccalaureate Degree in History with a minor in Voice from Ambassador College in 1976. Continuing his studies, he received a second Baccalaureate Degree, a Master's Degree, and a Single Subject Teaching Credential in Music from California State University, Los Angeles.

Mr. Wilson is responsible for the development of curriculum and instruction of music classes. He currently teaches choir, band, jazz ensemble and music appreciation. Under Mr. Wilson's leadership, the El Molino High School choir has been awarded "Superior" ratings at California Music Educators Association festivals for two years in a row. Mr. Wilson plans, produces and executes between

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Ms. Jennifer Moore with Commission Chairman Alan Bersin and Assembly Member Joseph Simitian.



Mr. Kent Wilson with Assembly Member Joseph Simitian and Commission Chairman Alan Bersin.

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35 and 40 musical events each school year. He currently chairs the Fine Arts Department and has been a member of the El Molino High School Site Council. Coordinating the delivery of instruction across the artistic spectrum, it is a dedication to the visual and performing arts that has set Mr. Wilson apart from his colleagues.

Esther Wojcicki, a teacher of English and Journalism at Palo Alto High School in Palo Alto, was nominated for the award by Assembly Member Joseph Simitian (Palo Alto). Ms. Wojcicki earned her Baccalaureate Degree in English and Political Science from the University of California, Berkeley in 1961. She continued her studies and earned her General Secondary Credential and later attended the University of California Berkeley Graduate School of Journalism. Ms. Wojcicki also studied at the University of Geneva, Switzerland School of International Relations, and later earned an advanced degree in French from the Sorbonne in Paris. She earned her Master's Degree in Education with an emphasis on Computers from San Jose State University in 1991.

Ms. Wojcicki built the Journalism program at Palo Alto High School from a small program of only 19 students to one involving three programs: Broadcast Journalism, Magazine Journalism and Newspaper Journalism. She uses the latest in production technology to produce a newspaper and magazine. The first year the magazine was published it was awarded the Gold Crown by the Columbia University Press Association for excellence in high school journalism. The magazine received a similar award from the National Scholastic Press.

Mathematics Teachers

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Prior to making the above recommendations, Commission staff, working with the Advisory Panel, surveyed mathematics educators from K-12 schools, schools of education and university mathematics departments. Additionally, surveys were sent to human resource directors and school principals regarding their perception of the affects of the two-tiered system on teacher assignment practices. Commissioners signaled their commitment to helping human resource directors and principals utilize the two-tiered mathematics credential structure effectively. Additionally, Commissioners clarified that the two-tiered mathematics credential is not intended to lower the standard of student instruction, but rather is intended to provide a credentialing option for individuals well prepared to teach 97% of middle school and high school mathematics courses.

Among her accomplishments, Ms. Wojcicki earned certification from the National Board for Professional Teaching Standards in the category of Adolescent Young Adulthood/English Language Arts. She is also currently working with the National Writing Project to help develop new models for the teaching of English to include journalistic writing styles and non-fiction literature. Her impressive record of service has gained the esteem of several organizations, earning her a two year Carnegie Foundation Scholar Award for Excellence in Teaching (2001), Teacher of the Year in Journalism by the Journalism Education Association of California (1990), and recognition by the Parent Teacher Student Association (1990) and the California State Scholars (1986).



Ms. Esther Wojcicki with Assembly Member Joseph Simitian and Commission Chairman Alan Bersin.

Message From the Chairman

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ers into California classrooms, we successfully sponsored Senate Bill 57, again with Senator Jack Scott, to remove credentialing barriers to experienced teachers who can demonstrate their skills and knowledge through written and performance assessments.

The coming year holds great promise and great challenges. On behalf of the Commission, I pledge that we will maintain our momentum to improve educator credentialing and to remove unnecessary barriers to those who can demonstrate their teaching and administrative skills and abilities. These are the paths critical to improving student achievement in and across California's schools and classrooms. We are committed to making progress in this direction as well as working with the Governor, the Legislature and all of our stakeholders in the continued service of California's school children.

Committee Accredits First Institution Using New Teacher Preparation Standards

An eight-member team of professional educators from K-12 education and teacher preparation recommended full accreditation for the first institution using the new teacher preparation program standards, adopted as a result of SB 2042 (Alpert & Mazzoni), for its accreditation site visit. The Commission's Committee on Accreditation, at its April 25, 2002 meeting, unanimously endorsed the accreditation of the teacher preparation programs at Mount St. Mary's College.

Findings of the accreditation team reinforced the effectiveness of the new standards. Preparation programs for all elementary and secondary teachers will now offer strengthened standards in areas such as candidate advising, student reading instruction, student assessment, and teaching skills specific to subject matter areas. The new credentialing structure will also emphasize the candidate's ability to demonstrate knowledge and competence through imbedded performance assessments, and incorporate fieldwork experiences beginning early in a prospective teacher's training and offering experiences in a variety of classroom settings. The new teacher preparation standards align teaching techniques and subject matter content with California's K-12 Academic Content Standards. In addition, all teachers prepared in programs meeting the new standards will gain much needed skills to work with students who are English learners and, who not only need to develop English speaking and writing skills, but who must learn academic content at the same time.

Three sets of standards govern the three components of teacher preparation.

❖ **Subject Matter Standards** outline the subject content that teachers must know; these standards are now directly aligned with California's K-12 Academic Content Standards. The Commission approved subject matter standards in Liberal Studies for elementary teachers in September 2001, and is currently conducting a study of the four core areas for secondary teachers: English, Social Science, Science and Mathematics. Standards aligned with the K-12 Academic Content Standards in these subjects will be completed this fall.

❖ **Teacher Preparation Standards**, adopted by the Commission in September 2001, include classroom management, reading instruction, child development, assessing students in relation to the K-12 Academic Content Standards, intervening to help students meet the K-12 Standards, computer skills, teaching students with special needs, and assisting English learners. Under these new standards, all teacher candidates will be required to demonstrate their teaching skills, in an actual classroom setting, before they receive a preliminary credential.

❖ **Induction Standards**, adopted by the Commission in March 2002 and by the Superintendent of Public Instruction in May 2002, outline support programs for teachers in their first two crucial years of teaching. The Beginning Teacher Support and Assessment (BTSA) program is available for beginning teachers in California, but now BTSA, or other approved induction programs, will become part of the credentialing system by tying teacher support and assessment to earning a full professional clear credential.

The new system requires teacher preparation programs to demonstrate how they meet each standard and, additionally, how they meet descriptive elements for each standard. Programs must submit a written narrative addressing each standard and each element as well as provide supporting materials to corroborate each point. Initial accreditation for programs is determined by a document review panel appointed by the Commission's Executive Director. Thirty-two California education institutions chose to become "early adopters" of the new elementary and secondary credentialing program standards. All of these institutions have submitted extensive program documents for review and will begin implementing new programs this fall or early winter. All other teacher preparation institutions have until the end of 2003 to restructure programs and meet the new standards.

Seven institutions on the Spring 2002 site-visit accreditation schedule chose to undergo both the document

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review and the site review based on the new standards. For the site review, a team of educators from K-12 and teacher preparation visited each campus to conduct interviews and review materials provided by the program sponsors. Each team had experts in the program areas to be reviewed including a reading expert who has participated in an orientation to the California reading standards and training sessions with a national expert.

The site visit allows team members to conduct an extensive evaluation based on evidence that the standards have been met. Programs are placed on an accreditation cycle of five to six years. All educator preparation programs must meet accreditation standards and the institution itself must meet standards in order to become accredited for California credentialing purposes. If an institution is accredited with stipulations, representatives of the team will conduct a re-visit in one year. Institutions not meeting full accreditation at that point are given the option of eliminating the program strand that does not meet the standards or, the Committee on Accreditation may vote to withdraw the institution's accreditation for teacher preparation.

First Accreditation Site Visit: Mount St. Mary's College
While six other institutions chose to use the new standards for the basis of their site visit, Mount St. Mary's College in Los Angeles had the distinction as the first institution on the site visit schedule. The site visit resulted in full accreditation under the new standards and places Mount St. Mary's College in a mentoring position for other institutions about to restructure teacher credentialing programs under the new standards. At the April meeting of the Committee on Accreditation, members of the accreditation team and representatives of Mount St. Mary's College shared "lessons learned" from the experience.

Mount St. Mary's College has two campuses – one in downtown Los Angeles and one in West Los Angeles. Both campuses are known for their diverse student population, which, in part, is the result of extensive recruiting and student support. All credential programs emphasize preparation for working in high poverty

schools. The Education Department serves both undergraduate and graduate candidates who are preparing to become teachers and school administrators. Undergraduates major in Liberal Studies or other academic discipline and also complete a teacher preparation program, graduating with a B.A. or B.S. degree and a preliminary Multiple Subject, Single Subject or Education Specialist teaching credential. Credential programs for graduate candidates include Preliminary Multiple Subject, Preliminary Single Subject, Preliminary Education Specialist and Preliminary Administrative Services. A Professional Clear Education Specialist program is also offered.

The college sponsors a Center for Cultural Fluency, which houses resources to support teachers and student exploration of the diverse communities of Los Angeles. The Center's library of multicultural resources for K-12 classrooms is open to all Los Angeles area teachers from private and public schools. Additionally, the Center offers a continuing series of professional Development Forums and Institutes for teachers that explore the experiences of the various cultural groups. These activities are funded by the Arco Foundation and are offered at no charge to practicing teachers and teachers in training.

Comments about the new standards and the new credential structure from both the accreditation site visit team and the college representative were positive. According to the reports, the standards are clear and program expectations are clearly defined. The new standards link theory to practice through sequenced field experiences and student teaching. The field experiences provide ample opportunities for an assessment of each candidate's performance. The transition to the new program standards provoked extensive self-evaluation of the college's programs. While making the transition so quickly was a demanding experience for the college faculty, the college representatives and site visit team members feel that an already excellent program has become more tightly designed and even stronger. As more institutions complete the restructuring process, the Commission expects this same type of reflection and program improvement.

Document Review and Interviews Commonly Included in an Accreditation Site Visit

Documents

Institutional Self Study
University Catalog
Schedule of Classes
Information Booklets
Needs Analysis Results
Follow-up Survey Results
Community Advisory Meeting Notes
Advisement Documents
Faculty Vitae
Program/Faculty Evaluations
Evaluation Analysis and Follow-up
Course Syllabi
On-line Instructional Materials
Candidate Files
Fieldwork Handbooks
Field Experience Notebooks
Samples of Candidate Work
Candidate Evaluation Materials

Interviews

Institutional Administrators
Chief Financial Officer
Graduate Recruiter
Librarian
Teacher Center Liaison
Advisory Committee Chair
K-12 School Administrators
District Superintendent
Employers of Graduates
Supervising Teachers
Program Coordinators
Program Faculty
Advisors
Credential Analysts
Candidates
Graduates

The Credential Counselors and Analysts of California in partnership with
The California Commission on Teacher Credentialing present the...

24th Annual CCAC Conference

Navigating New Credentialing Paths

October 15-18, 2002 ❖ Doubletree Hotel, Sacramento

Workshop Topics Include:

- ❖ SB 2042 Training
- ❖ Title II Reporting
- ❖ New Certification Technician Workshop
- ❖ Credentials Academy with Experienced Credential Analysts
- ❖ Concurrent Workshops on Over 20 Topics of Interest

Conference Registration

Brenda Edgington
(760) 750-4297 or bedgingt@csusm.edu

California to Benefit from National Governor's Association/National Conference of State Legislatures Grant

Project assistance, research expertise and program evaluation are among the benefits California will receive from the National Governor's Association/National Conference of State Legislatures (NGA/NCSL) grant to ensure the smooth implementation of teacher education reform. Within the next two years all teacher preparation programs in the state will revamp their programs to align with new standards and a new credentialing structure. In addition, school districts will continue their efforts to reduce the use of emergency permits. The "Colleges and Classrooms: State Strategies For Redesigning Teacher Preparation Policies" project will coordinate and evaluate current programs to help determine future state policies.

Building on federal Title II Teacher Quality Enhancement State Grant programs offering workshops and guidance for teacher preparation program sponsors, the NGA/NCSL grant will provide much needed services to the Title II grant partnership. In fact, the current Title II Advisory Group will continue its successful partnership with the Colleges and Classrooms project. Members of the Advisory Group include representatives from key agencies and organizations in California education. Additional representation as appropriate to the particular issues being addressed through the project may be added as the project develops.

The current membership of the Title II Advisory Group includes:

- ❖ Secretary for Education (also representing the Governor's Office)
- ❖ California State University Chancellor's Office
- ❖ University of California President's Office
- ❖ California Community Colleges Chancellor's Office

- ❖ Association of Independent California Colleges and Universities
- ❖ California Postsecondary Education Commission
- ❖ California Commission on Teacher Credentialing
- ❖ California Department of Education

To date, successful partnerships have resulted in effective communication with those responsible for preparing new teachers including: workshops with over 1,000 participants interested in teacher assessment and the transition to new teacher education standards; the establishment of a network among all of California's Title II-funded projects; and cooperative efforts to secure grants aimed at addressing issues of teacher preparation and teacher quality. In addition, the Advisory Group developed a comprehensive plan to help develop local capacity to implement California's new reforms and standards.

With the technical support of the NGA and the NCSL, California will work toward its goal of implementing, evaluating and improving teacher education reform.

To further these efforts, the "Colleges and Classrooms" project will help take a closer look at policy implications of the new system as it unfolds. Affirmation of the success of the new system or mid-course corrections can be addressed in a systematic way

through examining two key questions.

- ❖ Is the new system having the impact on teacher quality intended by its framers and by the enabling legislation?
- ❖ Are there areas of either intended or unintended consequences that should be further addressed through legislation, systems modifications, standards modifications, and/or new policies and procedures?

With the technical support of the NGA and the NCSL, California will work toward its goal of implementing, evaluating and improving teacher education reform.

Commission Honors John Mockler

Stating that Mr. John Mockler is one of the most influential individuals in long-term educational policy in California, Commission Chairman, Alan Bersin, led the Commission in honoring Mr. Mockler's many contributions to educational opportunities for K-12 students. Mr. Mockler recently retired as the Executive Director of the State Board of Education, having returned to the post after serving as Interim Secretary for Education for Governor Gray Davis in 2000. As Interim Secretary, he advised the Governor on all policy and fiscal matters relating to California's system of public schools, colleges and universities.

In his tenure as Executive Director of the California State Board of Education, and as Interim Secretary, Mr. Mockler worked with the eleven-member board to enact Governor Davis' accountability and incentive-based education reforms. In addition, he worked tirelessly with the State Superintendent of Public Instruction and members of the State Board of Education to ensure the timely implementation of the core standards-based test — the centerpiece of California's student assessment system — and to adopt K-8 standards-based instructional materials in core content areas.

Prior to serving in the Davis Administration, Mr. Mockler owned and operated several firms specializing in edu-

cation policy and financial management, governmental relations and legislative representation. He has served in various senior legislative staff positions with the Assembly Education and Assembly Ways and Means Committees. From 1974 through 1977 Mr. Mockler served on the Senior Executive Staff of the California Department of Education during Wilson Riles' tenure as State Superintendent of Public Instruction. In 1983-84 he specialized in tax and education matters as senior advisor to then Assembly Speaker Willie Brown, Jr. In 1977 he founded and served three years at the Independent Analysis Unit of the Los Angeles City Board of Education where he was responsible for budgetary review and financial and policy options.

Mr. Mockler has authored and co-authored numerous reports and articles regarding financial management, policy issues, educational finance, and the interplay between executive and legislative branches of government.

The Commission honored Mr. Mockler at its June 6, 2002 meeting with a resolution enumerating his many outstanding contributions to education in California. The audience joined Commissioners in a standing ovation as Chairman Bersin presented the Commission Resolution to Mr. Mockler.



Mr. John Mockler and members of the Commission on Teacher Credentialing.

Commission Will Miss Long-Time Administrator/Consultant Lee Huddy

Long-time Commission Administrator and Consultant, Lee Huddy, passed away on May 23, 2002. Commissioners and staff alike will greatly miss his knowledge and skill, but will benefit for years to come from his many contributions to teacher credentialing. Lee worked for 35 years for the State of California, first for the Department of Education, then for over 30 years for the Commission on Teacher Credentialing. Lee had extensive knowledge of the Commission's programs, starting with his work in what is now the Certification, Assignment and Waivers Division. He was Director of the Division before moving into the Professional Services Division as a Consultant. It was Lee who brought much of the Commission's computer savvy into being. He was the Commission's first "webmaster" and applied his extensive knowledge of computers to his work in teacher education. Lee worked with experts in the educational applications of computers to create the Commission's first technology standards for teacher preparation programs. The standards are applied in two phases, the first phase for the preliminary credential and the second

phase as teachers earn a professional clear credential. He also worked to develop the exam used for individuals to challenge the technology course work for the preliminary credential.

Lee was known for his gruff exterior and soft heart. One staff member, a single mother of a young son, remembers his carefully-written instructions on how to clean a fish, given to her just before her first fishing expedition with her son. "Lee had a knack for getting down to the most useful and practical aspect of just about everything," she stated.

Lee's contributions to education did not stop with teacher education. His experiences as a heart transplant patient contributed to science and medicine immeasurably.

In fact, Lee is the longest survivor of a heart transplant to date, having received the transplant in 1987.

Lee's loving family, friends and many members of the Commission staff joined together to celebrate his life in a day of story swapping, Hawaiian music, and dancing.

Commissioners and staff alike will greatly miss his knowledge and skill, but will benefit for years to come from his many contributions to teacher credentialing.

Education is simply the soul of society as it passes from one generation to another.

~ G.K. Chesterton ~

Commission's Executive Director Receives Award

Much to the surprise of the Commission's Executive Director, Dr. Sam W. Swofford, two officers of the United States National Guard strode into the June 6, 2002 Commission meeting and took command. Brigadier General James P. Combs, Commanding General of the 49th Combat Support Command, and Command Sergeant Major Sally Donahee had come to announce that Dr. Swofford had been chosen for the prestigious Civilian Employee Support Award.

After September 11th, a key member of the Commission staff, Don Currier, Director of the Certification, Assignment and Waivers Division was deployed to serve as a Lieutenant Colonel in the National Guard. Lt. Col. Currier has been a dedicated member of the National Guard Reserves and was eager to serve his country. Aware of the Civilian Employee Support Award, Lt. Col. Currier nominated Dr. Swofford, himself a former Marine, for his unfailing support and recognition of Lt. Col. Currier's contributions to the security of the nation. Recently, when Lt. Col. Currier was called upon to serve at the United States Army War College, Dr. Swofford praised the decision and saw it as an honor.

Dr. Swofford noted that the entire Commission staff has rallied to ensure seamless coverage of the leadership position in the Certification, Assignment and Waivers Division and was particularly thankful for the outstand-



Commission Executive Director Sam W. Swofford, Ed.D. with command Sergeant Major Sally Donahee and Brigadier General James P. Combs.

ing work of Dale Janssen who has served as Interim Director in Lt. Col. Currier's absence.

Dr. Swofford stated, "I am proud of the work Lt. Col. Currier is doing to protect our country. I support him one hundred percent." In turn, the Commission is honored by the recognition given Dr. Swofford and of his tireless efforts to maintain high quality service to educators in the absence of one of his key staff members.

Commission e-news

Individuals and groups interested in up-to-date information on the Commission's policies and actions may now make greater use of the Internet. In July, the Commission started to provide the "CCTC e-news" that summarizes the Commission's actions. The e-news includes hyperlinks that direct the reader to the relevant item on the Commission's website. The e-news is being sent to colleges and universities with teacher preparation programs, school districts, county offices of education, associations, policy makers and anyone

that requests it. Any individual may subscribe, at no cost, to the e-news by sending an e-mail to cctclists@lists.ctc.ca.gov with "Subscribe newsletter" in the subject line. Dr. Sam Swofford, Executive Director of the Commission, said, "The "CCTC e-news" will provide all Commission stakeholders with timely information about Commission actions."

For more information on this service contact Dan Gonzales (dgonzales@ctc.ca.gov) at 916-322-6671.



2002 Legislative Update

A brief description of 2002 legislative measures that would affect educator preparation or credentialing if they are enacted.

Sponsored Bills Followed by the Commission

1. **SB 57 – Scott** (*Amended 8/30/01*) Provides a “fast track” credential option for private school teachers and others who can demonstrate their knowledge, skills and abilities in the classroom. **CCTC Position:** Sponsor - Introduced version - (December 2000) **Status:** Signed by the Governor. Chapter 269, Statutes of 2001.
2. **SB 299 – Scott** (*Amended 8/30/01*) Clarifies the Education Code Sections related to the Committee of Credentials and makes numerous non-controversial, technical and clarifying changes to the Education Code. **CCTC Position:** Sponsor - Introduced version - (December 2000) **Status:** Signed by the Governor. Chapter 342, Statutes of 2001.
3. **SB 1655 – Scott** (*Amended 4/1/02*) Adds Alternative, Standards-Based Routes to both the Preliminary and Professional Administrative Services Credentials. **CCTC Position:** Sponsor - As Drafted 2/21/02, SB 328 - (February 2002) **Status:** Senate Consent Calendar.
4. **SB 1656 – Scott** (*Amended 4/1/02*) Clarifies language in the Education Code to ensure that applications of and credentials held by registered sex offenders are automatically denied or revoked respectively. **CCTC Position:** Sponsor - Amended 1/7/02, SB 326 - (January 2002) **Status:** Assembly Committee on Appropriations. Not yet scheduled for hearing.

Senate Bills of Interest to the Commission

1. **SB 321 – Alarcon** (*Amended 7/18/01*) Would allow school districts to provide a 30-day training program for teachers they hire on an emergency permit. Provides \$2 million for implementation to be dispersed to LAUSD after Commission approval of training program. Provided \$125K to Commission for administrative costs. **CCTC Position:** Seek Amendments - Introduced version - (April 2001) **Status:** Signed by the Governor Chapter 576, Statutes of 2001. Deleted \$2 million for implementation.
2. **SB 508 – Vasconcellos** (*April 8, 2002 Proposed Conference Report*). Would make non-controversial changes to the High Priority Schools Grant Program (AB 961) passed last year. **CCTC Position:** Watch - 4/23/01 (May 2001) **Status:** Signed by the Governor. Chapter 42, Statutes of 2002.
3. **SB 572 – O’Connell** (*Amended 5/03/01*) Prohibits school districts from limiting the years of service credit used to determine the salary of a teacher coming from another school district. **CCTC Position:** Support - If Amended - Introduced version - (April 2001) Watch - 5/03/01 - (May 2001) **Status:** Assembly Committee on Appropriations suspense file.
4. **SB 688 – O’Connell** (*Amended 6/4/01*) Would make beginning teachers in regional occupation centers and programs eligible for BTSA. **CCTC Position:** Approve - Introduced version - (April 2001) **Status:** Assembly Committee on Appropriations. Held under submission.
5. **SB 743 – Murray** (*Amended 8/23/01*) Would require the CCTC to develop a plan that addresses the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities. The plan is due by July 1, 2002 and includes a \$32,000 appropriation from the General Fund. **CCTC Position:** Watch - Introduced version of SB 79 - (February 2001) **Status:** Vetoed.
6. **SB 792 – Sher** (*Amended 7/03/01*) Would require the CCTC to issue a two-year subject matter credential after earning a baccalaureate degree and passage of CBEST and a clear credential after completion of 40 hours of preparation and professional development, if any, and passage of the teacher preparation assessment. **CCTC Position:** Oppose - Introduced version - (March 2001) Oppose - 4/5/01 - (April 2001) **Status:** Assembly Education Committee. First hearing - failed passage. Reconsideration granted.
7. **SB 837 – Scott** (*Amended 9/5/01*) Would specify the documentation that a school district must provide the CCTC to justify a request for an emergency permit. This bill would also increase the state grant and district match for the pre-intern program and permit the CCTC to allow for district hardship. **CCTC Position:** Support - Introduced version - (March 2001) **Status:** Signed by the Governor. Chapter 585, Statutes of 2001.
8. **SB 900 – Ortiz** (*Amended 3/28/01*) Would increase efficiency in processing information requests by grouping those agencies with similar standards and information needs together. **CCTC Position:** Support - If Amended - 3/28/01 - (April 2001) **Status:** Assembly Committee on Appropriations. Not yet scheduled for hearing.
9. **SB 1250 – Vincent** (*Amended 2/13/02*) This measure would allow some retired teachers to be exempt from CBEST if they complete a teacher refresher course. **CCTC Position:** Oppose - Unless Amended - 4/3/02 - (May 2002) **Status:** Assembly 2nd reading.
10. **SB 1483 – McClintock** Amends the Education Code to change the membership of the Commission. Also corrects a technical error. **CCTC Position:** Watch - Introduced version 2/19/02 - (March 2002) **Status:** Senate Rules Committee. Not yet assigned to Committee.
11. **SB 1547 – (As Proposed to be Amended) Soto** (*Amended 4/17/02*) Requires the Commission to issue certificates that authorize the holder to instruct limited- English-proficient pupils. **CCTC Position:** Oppose - 2/20/02 - (April 2002) **Status:** Senate Education Committee. Failed passage on May 1, 2002. Held in Committee.
12. **SB 2029 – Alarcon** (*Amended 4/17/02*) Allows district intern programs that satisfy Commission adopted standards to offer a program in all areas of special education. **CCTC Position:** Support - 2/22/02 - (March 2002) **Status:** Re-referred to Assembly Committee on Appropriations June 27, 2002 with recommendation: to Consent Calendar.



2002 Legislative Update

A brief description of 2002 legislative measures that would affect educator preparation or credentialing if they are enacted.

Assembly Bills of Interest to the Commission

1. **AB 75 – Steinberg** (Amended 8/28/01) Creates a voluntary program to provide training to California's principals and vice-principals to include academic standards, leadership skills, and the use of management and diagnostic technology. This is a Governor's Initiative and the Governor's Budget includes \$15 million for this program. **CCTC Position:** Watch - Introduced - (February 2001) Support - 2/22/01 - (March 2001) **Status:** Signed by the Governor. Chapter 697, Statutes of 2001.
2. **AB 272 – Pavley** (Amended 7/18/01) Would make a holder's first clear multiple or single subject teaching credential valid for the life of the holder after two renewal cycles, if the holder meets specified requirements. **CCTC Position:** Oppose - Introduced version - (March 2001) **Status:** Vetoed.
3. **AB 401 – Cardenas** (Amended 5/01/01) Requires the SPI to contract with an independent evaluator to determine if there is a difference in the distribution of resources (including credentialed teachers and pre-intern, intern and paraprofessional programs) between low-performing schools and high-performing schools within school districts. The report would be due by January 1, 2004 and subject to funding through the Budget Act. **CCTC Position:** Watch - Introduced version - (April 2001) **Status:** Chapter 647, Statutes of 2001.
4. **AB 721 – Steinberg** (Amended 4/17/01) The CCTC could award grants to teacher preparation programs to develop or enhance programs to recruit, prepare and support new teachers to work and be successful in low performing schools. **CCTC Position:** Support - 3/29/01 - (April 2001) **Status:** Dead. February 7, 2002.
5. **AB 833 – Steinberg** (Amended 7/18/01) Requires the SPI to calculate a teacher qualification index measuring a student's access to experienced credentialed teacher for each school. **CCTC Position:** Watch - 3/29/01 - (April 2001) **Status:** Vetoed.
6. **AB 961 – Steinberg, Vasconcellos, Ortiz, Diaz et. al.** (Amended 9/14/01) Establishes the High Priority Schools Grant Program to allocate \$200 million to low performing schools in API deciles one through five, with a priority for funding on the first and second deciles. **Status:** Signed by the Governor. Chapter 749, Statutes of 2001.
7. **AB 1148 – Wyland** (Amended 4/17/01) Would require the Legislative Analyst's Office to identify the variables that account for significant differences in test performance in elementary and high schools where the schools have similar resources. **CCTC Position:** Watch - Introduced version - (April 2001) **Status:** Dead. February 7, 2002.
8. **AB 1232 – Chavez** (Amended 5/17/01) Would establish the California State Troops to Teachers Act. Retired officers or noncommissioned officers who agree to teach for five years and participate in a paraprofessional, pre-internship or internship program would be eligible for a bonus payment. **CCTC Position:** Seek Amendments - Introduced version - (March 2001) Support - 5/01/01 (May 2001) **Status:** Assembly Committee on Appropriations consent calendar April 25, 2002.
9. **AB 1241 – Robert Pacheco** (Amended 8/22/01) Would require the Chancellor of the California Community Colleges to submit a written report on the feasibility of the development of a uniform teacher preparation program. **CCTC Position:** Seek Amendments - Introduced version - (April 2001) Watch - 4/05/01 - (May 2001) **Status:** Signed by the Governor. Chapter 714 Statutes of 2001.
10. **AB 1307 – Goldberg** (Amended 8/28/01) Would require the CCTC to adopt regulations that provide credential candidates with less than 24 months to complete the program to not meet new requirements under specified conditions. **CCTC Position:** Oppose - Unless Amended - Introduced version - (April 2001) Approve - 6/27/01 (July 2001) **Status:** Signed by the Governor. Chapter 565 Statutes of 2001.
11. **AB 1431 – Horton** (Amended 9/7/01) Creates a pilot program, in a minimum of three districts, to provide a 3-day training program for substitute teachers in low performing schools. Requires Los Angeles Unified to be one of the three participants in the pilot program. **CCTC Position:** Watch - Introduced version - (April 2001) **Status:** Vetoed.
12. **AB 1462 – Nakano** (Amended 4/25/01) Requires the Commission to be a member of a committee charged with increasing the number and improving the quality of vocational education teachers. **CCTC Position:** Watch - (1/29/02) - (February 2002) **Status:** Senate Committee on Appropriations. Hearing postponed by Committee.
13. **AB 1662 – R. Pacheco** (Amended 4/30/01) Would require a master's degree for the Pupil Personnel Services Credential. **CCTC Position:** Oppose - 5/02/01 - (May 2001) **Status:** Dead. February 7, 2002.
14. **AB 2053 – Jackson** (Amended 4/16/02) Authorizes beginning special education teachers to take part in BTSA even if they have taught previously on another credential, as funds are available. Provides the option to expedite inductions for special education teachers. **CCTC Position:** Support - 2/15/02 - (March 2002) **Status:** Re-referred to Assembly Judiciary Committee June 11, 2002.
15. **AB 2120 – Simitian** (Amended 4/30/02) Would state the intent of the Legislature to develop a professional development block grant for teachers in K-12 by consolidating several of those programs. **CCTC Position:** Oppose - 2/19/02 - (February 2002) **Status:** Assembly Committee on Appropriations. Held under submission.
16. **AB 2160 – Goldberg, Wesson, and Strom-Martin** (Amended 4/11/02) Expands the scope of collective bargaining to include the use of mentors and professional training and development among other things. Oppose - 2/2/02 - (March 2002) **CCTC Position:** Oppose - Unless Amended - 4/11/02 (May 2002) **Status:** Assembly inactive file July 2, 2002.
17. **AB 2288 – Chavez** (Amended 4/16/02) Would require the Commission to convene a commission to complete a study on the implementation and expansion of the Troops to Teachers program. **CCTC Position:** Seek Amendments - 2/21/02 - (April 2002) **Status:** Assembly Committee on Appropriations. Held under submission.
18. **AB 2566 – Pavley** (Amended 4/18/02) This bill would provide support for more pre-interns to improve their retention rate and give them the knowledge, skills, and abilities necessary to teach. This measure considers the State's current fiscal condition by imposing the requirement that the bill will be implemented when state or federal funds are available. **CCTC Position:** Support - 4/18/02 - (May 2002) **Status:** Assembly Committee on Appropriations. Held under submission.
19. **AB 2575 – Leach** (Amended 5/1/02) Requires the Commission to issue a professional clear single subject credential to a candidate who passes CBEST, has a master's degree in the subject to be authorized by the credential, takes Commission approved pedagogical courses and has teaching or professional experience. **CCTC Position:** Oppose - 2/21/02 - (March 2002) **Status:** Senate Education Committee. Not yet scheduled for hearing.
20. **AB 2616 – Lowenthal/Liu** (Amended 4/24/02) Appropriates \$1,570,000 from the General Fund to CSU to establish distance learning and other off-campus options to increase the number of teachers for visually impaired students. **CCTC Position:** Support - 2/21/02 - (March 2002) **Status:** Senate Education Committee. Not yet scheduled for hearing.
21. **ACR 177 – Diaz** (Amended 6/19/02) Would urge school districts to support teachers prepared in other countries. **CCTC Position:** Support - 3/20/02 - (April 2002) **Status:** Senate 3rd reading.

Revised on July 3, 2002

Commission Staffers Participate in Community Project

Ten members of the Commission's staff volunteered their time on an April weekend to participate in a nationwide neighborhood revitalization project. Rebuilding Together, a national not-for-profit group, organized the event with local Sacramento government agencies. The project included painting, repairing and beautifying eighteen homes in the Del Paso Heights neighborhood of Sacramento. Over 650 volunteers participated in the Sacramento event. Commission staff helped to repaint the exterior, kitchen and bathroom of one of the eighteen homes as well as revitalize the landscaping. Dannetta Garcia from the Division of Professional Practices (now

with the Office of Governmental Relations) served as the House Captain. Ms. Garcia was responsible for organizing all of the projects at the house. Other staff participants included Margaret Rich from the Division of Professional Services and eight members from the Certification, Assignment and Waivers Division: Rachel Garcia, Eleanor Hood, Rachel Horsley, Dale Janssen, Pat Mette, Cheryl Rogers, Ellen Smith, and Pam Stamps. Dr. Sam Swofford, the Commission's Executive Director, extended his personal congratulations to the ten staff members and thanked them for taking time out of their busy schedules to give back to the community.

Dr. Sam Swofford, the Commission's Executive Director, extended his personal congratulations to the ten staff members and thanked them for taking time out of their busy schedules to give back to the community

Mission Statement

To assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- ❖ Conducting regulatory and certification activities.
- ❖ Developing preparation and performance standards in alignment with state adopted academic content standards.
- ❖ Proposing policies in credential related areas.
- ❖ Conducting research and assessment.
- ❖ Monitoring fitness-related conduct and imposing credential discipline.
- ❖ Communicating its efforts and activities to the public.

Contacting the Commission

Electronic Mail

Certification Questions credentials@ctc.ca.gov
Waiver Questions waivers@ctc.ca.gov

Web Site <http://www.ctc.ca.gov>

Information Services

Toll-free number 888-921-2682
Within 916 Area Code 916-445-7254

**California Commission on Teacher
Credentialing**
1900 Capitol Avenue
Sacramento, CA 95814-4213





California Commission on Teacher Credentialing

Year-at-a-Glance

August 2002

- 1 SB 2042 Induction Region 3 Technical Assistance Meeting (Stockton)
- 10-11 PPS New Standard Reading Group (Sacramento)
Summer Workshop for Title II (San Diego)
- 14-15 Summer Workshop for Title II (San Diego) Session 1
- 14-16 Committee on Credentials
Reading Panel Meetings (Sacramento)
- 16-17 Summer Workshop for Title II (San Diego) Session 2
- 22 SB 2042 Induction Region 4 Technical Assistance Meeting (Torrance)
- 27-28 Single Subject Panel (Sacramento)

No Commission Meeting

September 2002

- 5 Commission Meeting
- 12-13 PPS New Standard Reading Group (Sacramento)
- 13 New Certification Technician Workshop (San Bernardino)
- 17 Single Subject Panel (Sacramento)
- 18-20 Committee on Credentials

October 2002

- 2-3 Commission Meeting
- 3 SB 2042 Induction Region 5 Technical Assistance Meeting (Imperial County)
- 15-16 Single Subject Panel (Sacramento)
- 15-18 CCAC 2002 Fall Conference
- 16-18 Committee on Credentials
- 17-19 CCTE (San Diego)
- 17-18 Reading Panel Meetings (Sacramento)

November 2002

- 6-7 Commission Meeting
- 14-15 Reading Panel Meetings (Sacramento)
- 19-20 Single Subject Panel (Sacramento)
- 20-22 Committee on Credentials

December 2002

- 4-5 Commission Meeting
- 10-11 Single Subject Panel (Sacramento)
- 16-18 Reading Panel Meetings (Sacramento)
- 18-20 Committee on Credentials

January 2003

- 9 Commission Meeting

February 2003

- 5-6 Commission Meeting

March 2003

- 6 Commission Meeting

April 2003

- 2-3 Commission Meeting

May 2003

- 7-8 Commission Meeting

June 2003

- 5 Commission Meeting

The California Commission on Teacher Credentialing

Beckner, Kristen

Teacher, 2004

Bersin, Alan

Administrator, 2003

Boquiren, Chellyn

Teacher, 2003

Davis, Nadia

School Board Member, 2004

Fortune, Margaret

Public Representative, 2003

Hauk, Beth

Teacher, 2004

Johnson, Elaine C.

Public Representative, 2005

Katzman, Carol

Public Representative, 2004

Lilly, Martin S.

Faculty Member, 2005

Madkins, Lawrence

Teacher, 2005

Vaca, Alberto

Teacher, 2004

Whirry, Marilyn

Designee, Office of Superintendent
of Public Instruction, Ongoing

Vacant

Non Administrative Services Credential

Vacant

Teacher

Vacant

Public Representative

EX OFFICIO MEMBERS REPRESENTING**Bartell, Carol**

Association of Independent California
Colleges and Universities

Justus, Joyce

Regents, University of California

Marston, Jeff

California Postsecondary Education Commission

Wilson, Bill

California State University

California Commission on Teacher Credentialing Meeting Schedule 2002

August 2002

No Meeting

September 5, 2002

Sacramento, Commission Office

October 2-3, 2002

Sacramento, Commission Office

November 6-7, 2002

Sacramento, Commission Office

December 4-5, 2002

Sacramento, Commission Office



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All inquiries to the Division of Professional Practices should be mailed to 1900 Capitol Avenue, Sacramento, CA 95814-4213, or you may contact that division directly at (916) 445-0243.